



**Nurtured. Inspired. Prepared.**

Working together to be the best we can be.

## **Special Educational Needs and Disabilities (SEND) Information Report (Including SEND Policy)**



Date Published: April 2023

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Ratified by: Cathy Lomas

Review date: April 2024

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## **Equality Impact Assessment**

This policy has been equality impact assessed and we believe it to be in line with the Equality Act 2010. It does not have an adverse effect on any of the protected characteristics.

At Streethay we are ambitious about inclusion and go much further than our statutory duty. When writing and developing policies we review our plans against our inclusion goal below.

'Every person in our community at Streethay should feel safe, supported, celebrated, valued, and feel like they belong.'

## **1. Our commitment and intent**

Streethay Primary School is committed to an enjoyable and inclusive education which offers all pupils the chance to succeed, and fulfil their potential, regardless of ability. Our three core values; nurtured, inspired and prepared run through all we do from our staff to the children in our community. We have high aspirations for all of our children and respect that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

There is a commitment to meet the diverse needs of every child in every classroom, this includes children that fall within the four areas of need outlined in the SEND Code of Practice (2015). Additional support is provided when required with the intention of increasing access to the curriculum by removing barriers, raising attainment, encouraging ambition and improving skills for life-long learning.

This policy complies with the statutory duty described in Special Educational Needs (Information) Regulations (Clause 64) and takes account of:

- The SEND Code of Practice 2015 (which takes account of the SEN provisions of the SEN and Disability Act 2001),
- The Equality Act, 2010,
- Children and Families Act, March 2014,

Advice provided to Staffordshire schools on producing their school's local/core offer.

## **2. Aims of the Streethay Primary School SEND policy**

The aims of our special educational need and disability policy and practice in our school are:

- To make reasonable adjustments wherever appropriate (known as 'targeted') for those with a learning need or disability by ensuring increased access to the curriculum and/or the environment.
- To ensure that children and young people with SEND (Special Educational Needs and Disabilities) engage in the activities and curriculum of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adaptive curriculum in response to the following four areas of need:
  - ◆ Communication and interaction
  - ◆ Cognition and learning
  - ◆ Social, mental and emotional health
  - ◆ Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership with our families.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions by being fully inclusive in all school activities by ensuring consultation with parents alongside health and social care professionals.

To work in a cooperative and productive partnership with The Shaw Education Trust, the Local Authority (LA) and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **3. What are special educational needs?**

*'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty** in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' Code of Practice, 2015.*

### **4. How does Streethay Primary School know if children need extra help?**

A child may be identified as having a Special Educational Need at any stage during their education. This may be a long-term difficulty requiring continuing support, or a short-term difficulty requiring a specific intervention.

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school/preschool provider.
- Tracking of attainment outcomes indicate a lack of, or slower rate of progress, compared to the majority of their peers who are the same age.
- Pupil observation indicates that they have additional needs in one of the four areas:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory/physical
- A pupil asks for help.

### **5. What should I do if I think my child may have special educational needs?**

- If you have concerns, then please firstly discuss these with your child's teacher. This then may result in a referral to the schools SENCO (Special Educational Needs Co-ordinator) whose name is Miss Abi Cooper and whose contact details are 01543 396180, or via email: [senco@streethay.set.org](mailto:senco@streethay.set.org)
- All parent concerns will be listened to. Parent's views and aspirations for their child will be central to the assessment and provision that is provided by school.

## **6. How will I know how the school supports my child?**

- All pupils will be provided with high quality teaching that is adapted to meet the diverse needs of all learners. This is known as ‘targeted’ provision.
- Adaptive teaching includes scaffolding which aims to provide students with temporary supports that are gradually removed or ‘faded out’ as they become increasingly independent in their learning. Adaptive teaching is when staff adapt teaching to respond to the strengths and needs of all pupils.
- The curriculum resources within our school to support our teaching are well-researched on how to support all pupils learning well, including those with any SEND.
- Pupils with a learning need or disability will be provided with “reasonable adjustments,” in order to increase their access to the taught curriculum.
- The quality of teaching and SEND provision is monitored in a number of processes, which may include:
  1. Monitoring by the senior leadership team (SLT), the SENCO(Special Educational Needs Co-ordinator) and external verifiers.
  2. Ongoing assessment of progress made by pupils in their learning and in specific intervention groups.
  3. Work sampling.
  4. Scrutiny of planning.
  5. Teacher meetings with the Senior Leadership Team (SLT), SENCO (Special Educational Needs and Disabilities Co-ordinator).
  6. Pupil and parent feedback when reviewing target attainment.
  7. Whole-school pupil progress tracking and intervention analysis, including the use of toolkits to identify small steps of progress.
  8. Attendance and behaviour records.
- Pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are shared with parents/carers at events such as Parent’s Meetings or in reports.
- Pupils who are failing to make expected levels of progress are identified very quickly and immediate action taken as a result of a discussion between the school staff and parents/carers.
- Initially, children may be ‘targeted’ to receive extra support within class in a more informal way. This may be through teacher support, for example.
- Where it is decided that more formal action is required to support increased rates of progress, this will be a more ‘specialist’ approach and follow an assess, plan, do and review model in the form of an Individual Provision Map (IPM).
- Individual assessments of the pupil will be undertaken to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the targets being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.
- SEND support will be recorded on an Individual Provision Map (IPM plan) that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed, usually termly, with the parents, and where appropriate, by the pupil.

- This support may be in a small group with other pupils who have similar needs. Some children may not have an Individual Provision Map (IPM) as they may just be ‘targeted’ for short-term support in a small group.
- If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken after parents have been consulted with and may include, but is not limited to, a referral to:
  1. Hearing Impairment team
  2. Visual Impairment team
  3. Educational Psychologist Service
  4. Social Services
  5. Physiotherapy/occupational therapy teams
  6. School Nurse/health visitor
  7. Mental health support services
  8. Speech and language
  9. Early Help Family support team

There may be other professionals involved.

- On occasion, some pupils may fail to meet the expected levels of progress, despite the relevant and purposeful action taken to meet their special need(s). In this instance, the school or parents may consider requesting an Education, Health and Care (EHC Plan) assessment that will be undertaken by the Local Authority. Those children who have a plan agreed are known as ‘support’.

## **7. How will the curriculum be matched to my child’s needs?**

- Teachers plan using pupils’ achievement levels alongside The Early Years Foundation Stage Framework (EYFS) and The National Curriculum guidelines based upon the age of the children they teach. Staff carefully adapt their teaching to match the ability of all pupils in the classroom using the ‘adaptive teaching’ approach. This may include scaffolding tasks with the ultimate aim of the pupils attaining the same knowledge.
- When a pupil has been identified as having special needs, their work may be further adapted by task, the anticipated outcome or the support (both peer and adult) by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they may be provided with additional support that may include specialised equipment. An example of this media may be, but not limited to, an i.Pad for dictation, for example. Additionally, the use of the portal Showbie helps children to access and demonstrate the knowledge being taught in a more adapted way.

If your child’s needs are complex and they unable to access age appropriate learning we may use a tool called a SEND Toolkit to track progress and set targets.

## **8.How will I know how my child is doing?**

- Attainments towards the identified outcomes will be shared with parents, usually termly, through the parent’s consultation meetings.

Parents are encouraged to arrange an appointment to discuss their child’s progress with the class teacher firstly. The SENCO (Special Educational Needs Co-ordinator) or another member of the senior leadership team may be involved.

## **9. How will you help me to support my child's learning?**

- Please look at the school website. It can be found at [Home | Streethay Primary School](#) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. It also includes our curriculum overviews.
- The class teacher or SENCO (Special Educational Needs Co-ordinator) may also suggest additional ways of supporting your child's learning.
- The school may organise parent workshops to offer support in many areas of the curriculum for all parents. Details of these can be found on parent newsletters or the website. These aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

## **10. What support will there be for my child's overall well-being?**

At Streethay we recognise that all children's mental health is pivotal to their overall development. The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSEe) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- School Parliament helps the children to feel that their views are heard and that they have a role in shaping their school.
- Pupil and parent voice mechanisms are in place and are monitored for effectiveness by the relevant staff and governor with responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing can be delivered to targeted pupils and groups. These are identified within our provision.
- Pupils who find certain times in school difficult are identified and supported by way of a plan to help them integrate which could include a variety of strategies.
- Our behaviour policy supports positivity for all pupils including, but not limited to, the use of house points, 'Gold Stars', 'Half-Term Superstar', 'Head Teacher's Award', the wearing of lanyards for children that have demonstrated a Streethay trait or value. All staff receive regular updates on this.

## **11. Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in consultation with NHS representatives, parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the NHS representatives, if applicable, as competent where relevant. All medicine administration procedures adhere to the Shaw Education Trust policy and Department for Education guidelines included within Supporting pupils at school with medical conditions.

## **12. What training do the staff supporting children and young people with SEND undertake?**

School staff receive a range of training at three levels; awareness, enhanced and specialist.

Staff have the opportunity to request training and targeted training is delivered through INSET days and regular staff INSET meetings.

The SENCO has received the following training:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional and mental health difficulties.
- How to support pupils with speech, language and communication difficulties.
- How to support pupils with attachment issues.
- Lego as therapy.
- Motor Skills United and Sensory circuits.
- Relax Kids mindfulness.
- ACES and Trauma informed.
- Mental health in children and young people.
- National award for the co-ordination of special educational needs.

The school may receive support from other specialists, including, but not limited to:

- The school has support from a range of educational psychologists who provide advice to staff to support the success and progress of individual pupils

The NHS Speech Language team

### **13. How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities including visits and trips.
- Reasonable adjustments will be made to ensure pupils safety and inclusion.
- Parents/healthcare professionals may be welcomed to accompany the visit if this is required.

### **14. How accessible is the school environment?**

The school has an Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and printed information.

### **15. How will the school prepare and support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupil's transition. These include on entry to our school:

- A planned programme of visits are offered, including transition sessions, including the lunchtime experience for new pupils.

- Parent/carers are invited to induction meetings at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- For new pupils, the SENCO(Special Educational Needs Co-ordinator) will discuss any concerns/needs via telephone or meet with all previous providers staff (where applicable) or parents of pupils who are known to have SEND (Special Educational Needs and Disabilities) to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up if requested with parents to identify and reduce any concerns.

**Transition to the next school:**

- The transition programme will be agreed for those pupils who enter Year Six as our school grows.
- For those pupils with an Education, Health and Care Plan (EHCP) the annual review may include a phase review where parents are supported to make decisions regarding their next setting choice.
- If a child needs to move schools before the end of Key Stage Two, parents will be encouraged to consider options for the next phase of education and the school may involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs (Special Educational Needs Co-ordinators) of both schools will discuss the needs of pupils with SEND (Special Educational Needs and Disabilities) in order to ensure a smooth transition.
- Feedback from the previous years' pupils on the effectiveness of the transition process will inform any future process.
- The records of pupils who leave the school mid-phase will be transferred as soon as possible after parents have notified their child has been enrolled at another school.

**16. How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND(Special Educational Needs and Disabilities) from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN (Special Educational Needs) budget: The Pupil Premium (PP) funding for pupils who meet certain criteria. Please note that those who receive PP funding may not have special educational needs (SEND). The school may also apply for Additional Educational Funding (AEN) which is short-term funding to support those with needs. For those children who have an Educational Health Care Plan (EHCP) in place, funding will be determined by the Staffordshire banding tool dependent on need. This funding can be used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants

- Small group support from teaching assistants e.g. intervention groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. speech and language support
- Provision of specialist resources
- Continuous Professional Development relating to SEND (Special Educational Needs and Disabilities) for staff

Any funding that the school receives is to be used to support as many pupils as possible, not just those who have a special educational need.

## **17. How is the decision made about how much support my child will receive?**

- For pupils with SEND, but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO (Special Educational Needs Co-ordinator), class teacher and parent/carer. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or at an annual review.

## **18. How will I be involved in discussions about planning for my child's education?**

This will be through:

- discussions with the class teacher in the first instance, SENCO (Special Educational Needs Co-ordinator) or Senior Leadership Team member (SLT)
- during parent's consultation meetings or phone calls.

## **19. Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or have a query regarding your child's schooling, have a general comment or query, please contact one of the following:

- Your child's class teacher in the first instance,
- Your child's class teaching assistant,
- Add a comment or suggestion to our suggestion box located in the school entrance.
- The SENCO (Special Educational Needs Co-ordinator) – Miss Abi Cooper,
- The Assistant Head Teacher – Mrs Katie Machin,
- The Headteacher – Mr Stuart Taylor,
- The Academy Counsellor with responsibility for Special Educational Needs– Mr Philip Greenfield.

The Academy Council has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Academy Council does its best to secure the necessary provision for any pupil identified as having special educational needs.

We would hope that you are happy with the support that your child receives. However, we would expect you to contact us at school if you do have a concern. We would encourage you to discuss your concern/s with the people already involved with your child. If you are still unhappy, then we would encourage you to make an appointment with Mr Stuart Taylor (Headteacher).

For more formal complaints, the details of how to do so can be found on our school website.

[Contact Details | Streethay Primary School](#)

**20. Support services for parents of pupils with SEN include:**

- **The Local Offer**

[Local Offer - Staffordshire County Council](#)

- **Staffordshire Family Partnership**

[SENDASS SEND IASS - Staffordshire Family Partnership \(staffs-iass.org\)](#)

- **Action for Children**

[Our work with children and families | Action For Children](#)